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ABSTRACT

Business teachers in Illinois have developed innovative career education programs and in this document they share their ideas and practices through 11 descriptive articles. Teacher contributions include an overview of the career education concept in secondary education and its relationship to the business occupations cluster, career planning, pre-simulation and office simulation procedure, and the resource center and career education. Other topics dealing with career development skills include articles on: audio-tutorial lessons, an individualized secretarial science laboratory, a personalized career education program, job selection, and thoughts on the world of work. Concluding the document is an evaluation of a junior high school career education project. (MW)

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CAREER EDUCATION

ACTIVATED BY

BUSINESS EDUCATORS

IN

ILLINOIS

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

ED 088267

ILLINOIS BUSINESS
EDUCATION ASSOCIATION

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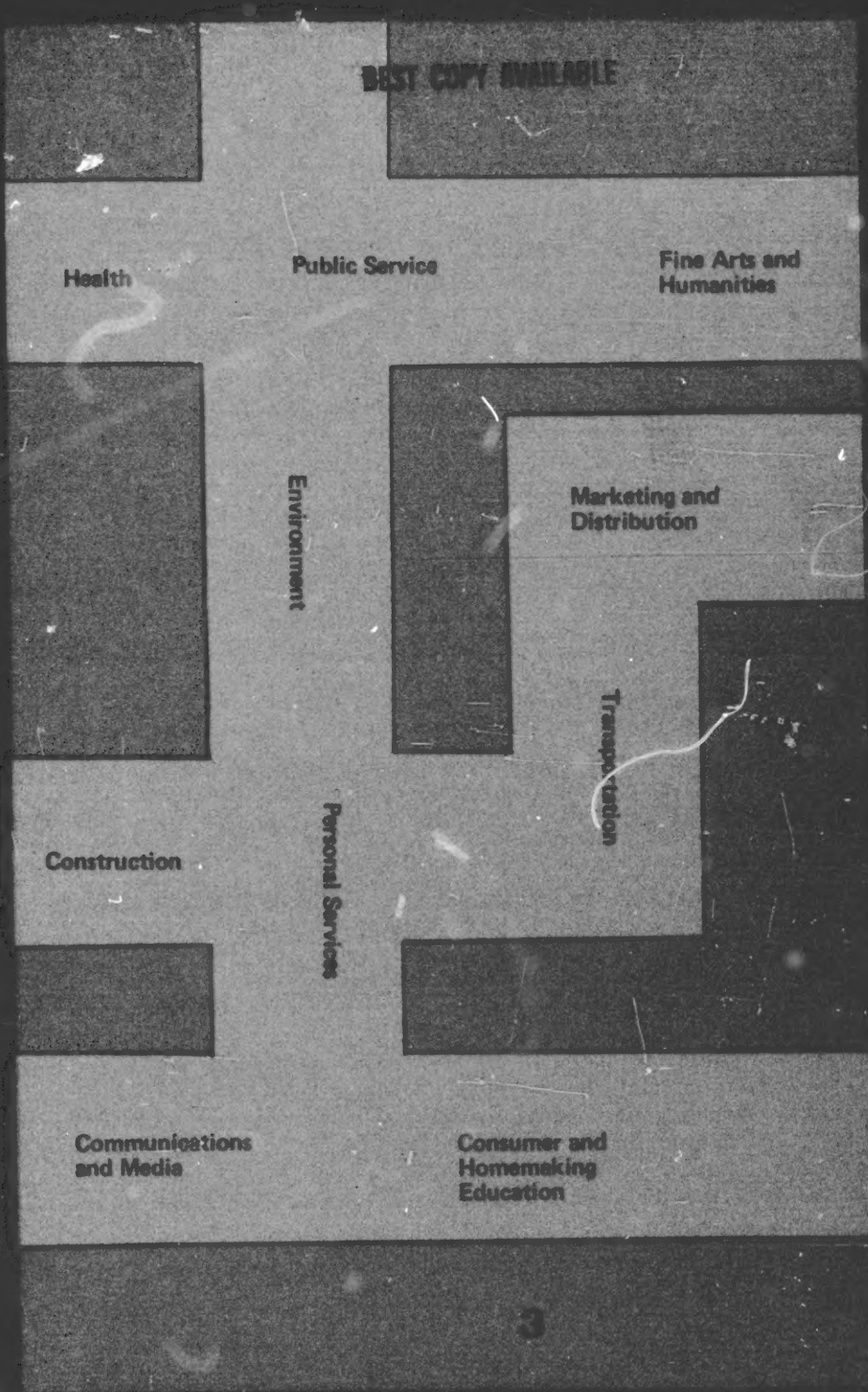

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CAREER EDUCATION

ACTIVATED BY

BUSINESS EDUCATORS

IN **ILLINOIS**

ILLINOIS BUSINESS EDUCATION ASSOCIATION
1973

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ILLINOIS BUSINESS EDUCATION ASSOCIATION
PUBLICATIONS COMMITTEE

John Clow
Southern Illinois University
Edwardsville, Illinois 62025

William Kent
Office of the Superintendent
of Public Instruction
Springfield, Illinois 62706

Ruth B. Woolschlager, Chairman
Northern Illinois University
DeKalb, Illinois 60115

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CAREER EDUCATION ACTIVATED BY BUSINESS EDUCATORS IN ILLINOIS

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These symbols represent the 15 occupational clusters for care
up by the U. S. Office of Education.

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PREFACE

Career education is an idea whose time has come. It is broader in emphasis than the traditional "vocational education."

Business teachers have for many years been advocates of preparing secondary and college students for careers in the world of business. Cooperative education programs have served as a valuable strategy in this process. The 1970's, however, have brought a new direction and broader emphasis to the idea of developing career awareness, career exploration and career development in youth. The urge from the Commissioner of Education in Washington and the Office of the Superintendent of Public Instruction in Springfield supports the principle of integrating career education into all phases of school life.

Fifteen occupational clusters, namely, agribusiness, business and office, health, public service, environment, communication and media, hospitality and recreation, manufacturing, marketing and distribution, marine science, personal services, construction, transportation, consumer and homemaking education, and fine arts and humanities were areas around which curricula should be centered. An HEW publication in 1971 reported that nearly 2.5 million students leave the formal education system each year without adequate preparation for a career. Excluding homemaking, only about one high school student in six was enrolled in occupational preparation. By 1980, eight out of 10 jobs in America will not require a baccalaureate degree

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Business teachers have reoriented their thinking as is evidenced by many of the practices reported in this publication. Each student must be permitted and encouraged to hear his own drummer. The middle school, secondary school and community college all must articulate with the efforts of the elementary school in developing career enlightenment.

Special stress should be placed on areas of shortage for the 80's. Information and word processing of all types will continue to be an area of need; indeed, all of the occupational clusters mentioned above are part of the broad world of business and can be explored in business courses using community resources.

The Illinois Business Education Association is certainly grateful to the business teachers in Illinois who continue to develop innovative programs in their own schools and especially to those teachers who were willing to share their practices with others through this monograph.

Eileen Schutte

Eileen Schutte, President of IBEA

Ruth B. Woolschlager

Ruth B. Woolschlager, Editor

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SECONDARY SCHOOLS

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ORIENTATION MATERIALS FOR BUSINESS, MARKETING, AND MANAGEMENT CAREERS

Career Education: Why and How?

by

Dr. Robert Nelson
Illinois State University
Normal, Illinois

Dr. John Clow, Southern
Illinois University,
Edwardsville, Illinois

During the 1970's, some five million Americans between the ages of 16 and 24 will enter the work force. One common characteristic of many of these young people is their limited knowledge of the world of work.

To alleviate this problem, the U. S. Office of Education has spearheaded a movement to center all levels of public education on the theme of career development. The implementation of this theme prompts the elimination of barriers between the commonly termed "academic" and "vocational" courses. Both types of courses will include experiences to prepare students for fulfillment in a career.

Definition of Career Education

Several definitions have been given for career education. According to Larry Bailey of Southern Illinois University, Carbondale, career education . .

> refers to educational programs or specific curriculum activities at many different educational levels, which provide individuals with the cognitive, effective and psychomotor skills leading up to occupational choice and subsequent entrance into employment.[1]

---

[1] Larry J. Bailey, "Clarifying Some Misconceptions," Career Education Journal, Winter 1972, p. 10.

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Two of the primary objectives of career education are to prepare students for (1) selection of an occupation and (2) entrance into an occupation. All levels of education should be involved in achieving these two career objectives.

Phases of Career Education (K-12)

Since career education is a developmental process, different types of learning experiences should be planned at various levels. According to the Illinois Career Education Model, an emphasis should be placed upon career awareness in grades K-6. Experiences should be provided to enable the elementary school student to realize the control one has over his future career by careful planning and decision making. The study of occupational groupings and their relationship to one another should be an integral part of the awareness stage. The process of defining work and play in addition to analysis of self are among the other activities suggested for this level.

During the exploration stage at the 7-8 grade level, students should continue the analysis of their abilities, interests, and goals. Students also should begin to explore various occupational areas.

The career orientation phase at the 9-10 grade level should be designed to inform students of the wide range of career opportunities and of the entrance requirements for these occupations. Students should explore a variety of occupations in depth. Learning experiences should include simulated work tasks or actual work activities relating to specific occupations. Provisions should be made for each student to exercise the decision-making process and to commence preparation for his chosen career(s) in grades 11-12.

Many courses offered at the 11th and 12th grades are aimed at developing the skills, knowledge, and attitudes for specific groups of occupations. This later stage is termed the preparatory level of career development. Further exploration of the responsibilities and requirements of specific occupations should be provided in these courses.

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Illinois Career Education Projects

Recognizing the need for career education in Illinois schools, the Division of Vocational and Technical Education has sponsored the development of curriculum materials. Projects completed by Larry Bailey, (SIU, Carbondale), Marla Peterson (Eastern Illinois University, Charleston), and Walter Wernick (NIU, DeKalb) have been aimed at the awareness and explanatory levels of career education. The Division currently is sponsoring a cluster curriculum project to operationalize the career orientation component. Orientation curriculum guides have been written for the following five major occupational clusters:

1. Business, Marketing, and Management
2. Personal and Public Services
3. Health
4. Industrial Technology
5. Agricultural and Biological Sciences.

The format for each of the five guides was developed independently. The curriculum guides have been field tested in various Illinois schools. The guides will be revised according to the findings. Further field testing will be conducted during the 1973-74 school year.

The authors were awarded the contract to develop the guide for the business, marketing, and management area. A description of its content will follow.

Business, Marketing, and Management Curriculum Guide

Classification of Business Occupations

The Dictionary of Occupational Titles (D.O.T.) was used as a basic source of information in developing the curriculum guide. The categories of Data, People, and Things are the essential elements of involvement in any occupation. These three elements are to classify and describe the 21,741 different occupations listed in the D.O.T. The varying patterns of involvement with Data, People, and Things provided a basis for classifying business occupations into various "families." With the Data, People, and Things

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approach to occupational orientation, the content of the curriculum guide is compatible with other major occupational information and guidance tools, such as: (a) the Occupational Outlook Handbook, (b) the Ohio Vocational Interest Survey, and (c) the Encyclopedia of Career and Vocational Guidance.

Establishment of Occupational Family Units

To simplify the study of business careers, the occupations were separated into the office and marketing areas. Five family units were delineated for each area. Every family unit included those occupations which involved a similar emphasis of working with People, Data, and/or Things. The "Things" in the office area were "machines." "Products" were determined to be the "Things" in the marketing area.

Office Area

The first section of the curriculum guide contains occupations in the office area. The five families in this group include:

OCCUPATIONAL FAMILY	REPRESENTATIVE OCCUPATIONS
People-Machines.....	Cashier; teller; communications systems clerk and operator; receptionist; information clerk.
Machines-Data.....	Clerk-typist; stenographer; duplicating machines operator; key punch operator; peripheral equipment operator.
Data-People.....	Office manager; chief clerk; secretary.
Data (level 1).....	Bookkeeper; file clerk; general office clerk; correspondence clerk.
Data (level 2).....	Accountant; computer programmer; systems analyst.

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The People-Machine, Machines-Data, and Data (level 1) occupational units consist of many entry-level positions that can be gained when leaving high school. Two separate families were developed for data occupations. Data (level 2) occupations require more skill, education, and experience than the Data (level 1) occupations. The Data-People occupations are management-oriented. Decision-making and human relations skills are extremely important and are stressed in this unit.

Occupations in the People-Machines unit and the Machines-Data unit require the use of office machines. Students are not expected to operate the machines in the orientation program, but experiences are provided for observation of machine manipulation and for discussion and analysis of the required skill and knowledge for effective machine utilization.

Marketing Area

The marketing area includes the five following occupational family units:

OCCUPATIONAL FAMILY	REPRESENTATIVE OCCUPATIONS
Inside selling.....	General merchandise, sales person; car rental clerk; automobile salesman.
Outside selling.....	Industrial marketing, salesman of many lines; insurance salesman; real estate salesman; house-to-house salesman.
Data-People (level 1)....	Warehouse manager; general merchandise department manager; automotive service manager.
Data-People (level 2)....	Industrial marketing, sales manager; insurance office manager; general merchandise, store manager.
Data.....	Automotive appraiser; credit analysts; adjustment clerk; insurance claim adjuster; insurance underwriter; real estate appraiser.

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The Inside Selling and Outside Selling units might be presented first. Students should realize the importance of marketing for the efficient operation of our economic system. Many of these selling occupations are entry-level positions which students may gain when leaving school. Students can identify easily with occupations in these families since they encounter salemen quite frequently.

The three remaining units--Data-People (level 1) Data-People (level 2), and Data--include occupations which support the selling function. The Data-People (level 1) occupations are low-level management positions. Data-People (level 2) represents occupations requiring a high degree of management skill and leadership ability.

Unit Content

Each of the ten instructional units presented in this curriculum guide is divided into three parts; occupational family brief, student activities and suggestions for teachers, and student handouts. A description of each section follows:

Occupational Family Brief. The first part of each unit contains the occupational family brief. The brief is generally 2-4 pages in length and serves as an overview of the occupations in the family. The brief includes the following information:

a. Occupations in Job Family
b. Common Job Tasks of Occupations in Job Family
c. Particular Job Tasks Unique to Occupations in Family
d. Personal and Physical Requirements
e. Opportunities for Advancement
f. Other Characteristics of Occupations

A brief may be utilized in a variety of ways. Teachers may use it as one means of gaining the subject matter background necessary for teaching the unit. The brief might be used in class as an aid for discussion. Duplicated copies of a brief or prepared transparencies including the important ideas and concepts of a brief could serve as referent points for

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the discussion. Students also could use the briefs for reference purposes, especially when individually researching the characteristics and requirements of a specific occupation or a group of occupations.

Student Activities and Suggestions for Teachers. The second part of each unit contains the student activities which illustrate tasks of occupations in the job family. The following format is used for each job task in this part of the guide:

a. Specific job task
b. One or more student activities to illustrate the job task.
c. Suggestions for teachers to assist in preparing, conducting, and summarizing each student activity.

The primary purpose of the student activities in each unit is to explore occupations in depth by enabling the students to engage in real or simulated tasks of the positions. Through this procedure, students should be better prepared to make informed decisions about their career goal.

The activities illustrating the tasks are student-centered rather than teacher-dominated. A variety of techniques are used to assist students in experiencing the tasks. For example, the salesman's duties of knowing his product, relating to many different customer types, and using the basic steps of selling can be experienced by the following role-playing activity:

> Have nine students from the class select a piece of paper listing one of the following types of customers: nervous, dependent, disagreeable, impatient, friendly, silent, talkative, deliberate or undecided. Write the names of nine products on the chalkboard and assign one product to each of the nine customers. Have each customer prepare questions they would use when entering a store to purchase a product. Select nine students from the class to act as a salesman for each customer. Have each customer and salesman role-play the selling situation

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in front of the class for three minutes. At the end of each presentation, the rest of the class would discuss the good and bad points of each presentation.

Case problems are another means of illustrating task performance. Office managers, personnel managers, and interviewers are usually responsible for selecting personnel. Students can vicariously experience this task by completing the following problem:

Situation: Mr. Hanson, an interviewer in the Hit Parade Record Company, has interviewed and reviewed the past performance of three applicants for the secretarial position opening. Mr. Granger, who is rather tempermental, is the supervisor for the secretarial position. An ability to take shorthand and to type are essential for this position. All three are presently employed in the firm. The data on each applicant include:

Miss Jill Smith

Considered as a topnotch clerk-typist in the firm; has excellent typing and shorthand ability as shown on tests; has a fiery temper at times; plans to marry in two months; very alert at interview; seems to be quite ambitious.

Mr. John Truman

Presently working as bookkeeper in firm; prefers working alone due to his independent nature; has excellent typing and shorthand skills; has quiet disposition; single, no apparent plans to marry; said very little during interview.

Mrs. Sarah Hall

Has been file clerk in firm for five years; has average typing and shorthand skills; likes to gossip; single, was divorced two years ago; seemed quite confident at interview; has a good disposition.

Student Instructions: After studying the above data, indicate which one of the applicants you would recommend for promotion to the secretarial position. Give three reasons for your choice.

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Some occupational tasks cannot be simulated in the school because of a lack of equipment and/or developed student skill. For the office area, many students cannot write shorthand at the ninth and tenth grade levels. Still, this ability is necessary for some office positions. Community resources could be used in such instances. A secretary from a local office could visit the class to demonstrate briefly the writing of shorthand and explain the importance of shorthand in her occupation. She also may discuss her other responsibilities as a secretary.

Students should be encouraged to visit local businesses to observe and talk to workers "on the job." These observations would include witnessing task performance and the equipment used to complete the job tasks. These visits should also include interviewing selected employees regarding their job responsibilities, education requirements, training for the job, and advancement possibilities.

Class discussion is an integral part of career orientation. Discussion ties together the varied experiences of students to derive conclusions concerning the world of work.

Student Handouts. The last part of each unit contains examples of student handouts to be used with the activities. Teachers may duplicate the handouts in the guide for student use.

Analysis of Aptitudes and Interests

Provision is made for assessment of student interest and aptitudes. Various inventories are provided to enable the student to determine whether his interest and aptitudes are consistent with the requirements and responsibilities of various occupations.

Development of a Career Plan

All students completing the activities for the business, marketing, and management cluster will develop a career plan. Students are to select an occupation from the office or marketing area which may be, or is, their career goal.

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To help decide on a career goal, students might ask themselves the following question: "What career in business would I enjoy doing the most?" The question will help students think not just in terms of income on their first job, but in terms of a satisfying and rewarding career which serves a realistic career goal. After students have selected a busines career, they are to use the following form to prepare a written report concerning their career choice.

DEVELOPING A CAREER PLAN[2]

OCCUPATION: _____

1. History: At what time in history did this occupation first appear? Describe the changes in this occupation over the past years. What is the probable future trends in this occupation.

2. Duties of Worker: Explain, in detail, the tasks performed by a person in this occupation. Make an outline of a typical day's work and a typical work week. Use the Dictionary of Occupational Titles to determine the extent a person in this occupation has to deal with (a) data, (b) people, and (c) things. What tools, machines, and materials are used in this occupation?

3. Requirements: Education and training necessary, and where can it be obtained? Entrance requirements of those schools. High school courses that are recommended as preparation for college work which is required for this occupation. Union organizations and requirements. Licenses required. Examinations required. Civil Service requirements.

4. Qualifications of Worker: Personal qualities desirable. Character traits, personality traits, physical qualifications necessary. Hobbies that are especially relevant to this occupation. Upper and lower age limits. Is this primarily a male or female occupation.

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[2]Parts of this form are taken from Gertrude Forrester, Occupational Literature. H. W. Wilson Co., New York, 1958, pp 30-31.

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5. Employment Demand: Number of workers in the occupation according to the United States Census Report. Number of workers in your state, in your city. Number of men and women workers in this occupation. Why is this occupation important? Is the occupation growing in importance? Is the field crowded? Is work seasonal? Is work in this field necessary in times of depression? Is work geographically limited? What is the average salary of men, of women? Of beginning workers, of experienced workers?

6. Conditions of Work: What possible physical and mental stress is related to this occupation? Hours, health and accident hazards. Regularity of employment? Effect of this work on the lives of others. Explain the physical working conditions of this occupation. What contact does this worker have with other workers, customers, and other people?

7. Opportunities: For placement, for experience, for apprenticeship, for advancement. Related occupations to which one might seek promotion. Opportunities for profit sharing, bonuses, annuity or retirement provisions, unemployment insurance, sick benefits, vacations, discounts on goods purchased from the employer. Opportunities for home life, cultural growth, recreation, and participation in community affairs. What service useful to society does the worker perform?

8. Advantages: List three things you like best about this occupation.

9. Disadvantages: List three things you like least about this occupation.

10. Personal Conclusions: Why are you interested in this occupation as a career goal? What abilities are necessary for the occupation? How do you plan to gain the education and/or experience necessary for the position? Explain your reasons.

11. Bibliography: List references used in making this report.

12. Personal Interview: Interview a worker in this occupation and prepare a written outline of the interview.

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13. Answer the following questions pertaining to educational preparation:

    a. List the courses to be taken in high school to help prepare you for your business career.
    b. If the position requires more than a high school diploma, indicate the schools you would consider attending to acquire the necessary education. (Names of trade schools, colleges, universities, etc.)
    c. List the major in which you would enroll at the schools you have chosen.
    d. List the courses in the major which you would be taking during your post high school educational experiences.
    e. Estimate the yearly cost of this advanced level of schooling. Many trade schools and colleges have catalogs with these estimates. How will you pay for these costs?

    Tuition _____
    Books _____
    Room and Board _____
    Transportation _____
    Spending Money _____
    Other _____

    f. Indicate the type(s) of positions and number of years experience necessary before assuming your career goal. List where you could gain such positions in your own community. (Those with a career goal that involves no previous work experience need not answer this question).

Teaching Business Career Concepts

Career education concepts may be taught either as a separate course or integrated into the existing curriculum. However, career concepts should be an integral part of all teaching and should be viewed as the organizing theme of instruction in business education courses.

By focusing on careers, instructors have a reference point for whatever subjects they teach. The content of their courses will have new meaning when viewed in relation to career education. If a career education approach

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is used in business classes, learning experiences will more likely meet the basic needs, interests, and abilities of all students. Career education helps students make a commitment, become intimately involved in their own educational experiences, and develop competencies by personally interacting with others.

Before a career education approach can be implemented in the classroom, teachers must be willing to accept many new changes in their teaching roles. The belief that teachers are classroom managers rather than classroom lecturers is becoming more and more popular. The question that needs to be answered is "How can teachers provide students with educational experiences based on a career education theme?" The Orientation Guide for Business, Marketing, and Management Occupations can assist teachers in answering this question. After appropriate field testing is completed, the guide will be available from the Illinois Division of Vocational and Technical Education, Springfield.

Public Service

Communications and Media

Construction

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CAREER PLANNING

by

Sharon Panovich, Lyn Batzer and Jim Popernik
Carl Sandburg High School
Orland Park, Illinois

Career Planning, which is now a freshman requirement at Carl Sandburg High School, was initiated as an elective course by the Business Education Department three years ago. It was an attempt to expose the students to the unlimited and varied opportunities in the world of work. In expanding the course to a basic educational requirement, an opportunity was provided for self-exploration through tests, research, and activities. The course is taught in a two-hour block combination with language arts. Time periods are flexible and vary from day to day to accommodate activities planned. As an end result of the course, the students select a major occupational area that corresponds with their personal qualifications and interests.

After establishing behavioral objectives, the search began for methods and materials to develop the stated priorities. Taking graduate courses in guidance gave exposure to the wealth of career information materials available through private companies and publishing houses. Many films, filmstrips, film loops and tapes are available on loan.

The student's main project throughout the semester centers around gathering career facts, not only from the excellent collection of occupational materials in the resource center, but from outside sources as well. Careers are presented in three major clusters: Professional, technical, managerial; sales, service, clerical; and manual, mechanical. Other activities include developing role playing situations, attending guest lectures, clipping want ads, compiling a career planning notebook, and reading supplementary materials.

The following tests are administered, scored and interpreted during the semester: Career Development inventory, Vocational Planning Inventory and Kuder Interest Survey. The CDI is administered twice in order to measure

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the increase in vocational maturity achieved during the semester. Culminating the semester's work is the development of a four-year curriculum plan for each student that will aid him in making progress toward his career objectives.

The trend in the United States is now aimed at expanding present vocational education programs. Ideally, a program would span a student's education years, starting in the primary grades. It is hoped that the career planning course will contribute substantially to such a program.

Marketing and Distribution

Fine Arts and Humanities

Business and Office

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HOW THE BRANCH MANAGER CAN BECOME THE RECEPTIONIST IN TWO WEEKS OR SIMULATION STIMULATES STUDENTS

by

Mrs. Rose Anne Davis
Roxana High School, Roxana, Illinois

Al-Rox Snack Services is a fictitious company founded by Rose Anne Davis and Wilma Bricker for the office practice classes at Roxana and Alton High Schools. The paper work flows from one desk to another in each office independently. The Alton branch of Al-Rox conducts business with the Roxana branch of Al-Rox, just as branch offices of an actual wholesale distributor of party snacks. The overall objective is to give the students the opportunity to develop the ability to perform typical office tasks efficiently and productively and to develop self-confidence by working cooperatively with others in accomplishing these tasks--and to enjoy their work at the same time.

If, when the students work in a "real" company office they are able to see how what they do is important to the total office picture, if they are able to work cooperatively with all types of people, if they realize what it is to give a day's work for a day's pay, and if their "real" office wants to employ other students from our high schools because of them, then we have accomplished our objective.

Pre-simulation projects in handling money, using business machines, filing, typewriting brushup, shorthand transcription, and the like are taught before full simulation is started.

The company organizational chart with accompanying job descriptions is studied and the students are then interviewed for the positions for which they feel qualified to apply. Depending on the size of the class, positions are added or combined in the office. In addition to the jobs in the Al-Rox organization, one or two students act as "outsiders" -- customers, the bank, the post office, the express company, the suppliers, etc. These students work with the instructor to plan each day's activities. A list of "daily decisions" is given to the outsiders to interject when they see a change of pace is needed from other classes and other teachers in some of their situations.

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Actual office forms have been adapted for Al-Rox and are printed on offset. Music is "piped in" to the office. A postage scale is used to weigh letters in order to affix the correct amount of postage in the form of Christmas seals, and other like stamps collected in the community. An internal telephone system consisting of six push button telephones is hooked up through the main switchboard of the school and permits calls to come into the office from the outside, to be transferred from department to department, permits departments to call each other, and, with the aid of a recording device on the receptionist's phone, permits the calls to be recorded for playback and discussion during "staff meetings."

Desks are arranged in clusters of four to form the Sales Department, Accounting Department, Office Services Department, and the Branch Manager's office. The President's office (teacher) and the receptionist's desk complete the picture.

Dividers (portable blackboards) separate the departments. "Walls" are made by covering the blackboards with colored burlap and hanging pictures. The individual desks are personalized with flowers, name plates, files, pictures, and business machines.

After the students become familiar with their jobs, they are evaluated by the branch manager and the president using evaluation forms obtained from businesses in the area. Employees are reviewed, given pay raises, change jobs, or receive termination notices depending on attendance, quality and quantity of work produced, and their cooperativeness with others. The number of positions that the students can rotate into is dependent upon the time the project is carried on and the time it takes for the student to master the job he has. If a student is terminated, he is asked to work on individual projects outside the office to retrain and then reapply for a position.

Follow-up studies show that students have profited by this experience. Class evaluation forms show that students have enjoyed the project. Students who have been chronic absentees start coming regularly, students who would not turn their work in on time ask for permission to work "overtime" to finish a project, and students who

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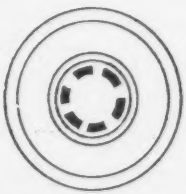
were not concerned about their appearance suddenly start caring about how they look. Because of the totally realistic situation, students forget they are still in school.

Al-Rox Snack Services contains a cross section of the most typical positions found in offices today. Students are paid once a week commensurate with salaries found in offices in the immediate area. State and Federal forms concerning salaries are used.

If problems arise affecting the whole office, work can be stopped and the problem discussed by the whole staff. If an individual problem arises, it is handled individually.

Students no longer feel they are competing with each other for grades. Grades are minimized during the entire project; teamwork is stressed.

Simulation does stimulate. It stimulates teachers, but more importantly, it stimulates students.



Transportation

Environment

Personal Services

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OFFICE SIMULATION

by

Norman Edwards
Wheaton North High School
Wheaton, Illinois

Interest, realism, and practical experience --all combined into one activity? All are possible in a simulated office.

Faced with a small program, declining enrollment, and a preconceived prejudice that all business courses were "only for females" our business department launched a simulated office course designed to publicize our program, introduce students to an office situation, enable students to apply skills previously developed in other courses, and provide a realistic working experience.

We are currently using the Lester Hill Office Simulation published by the Gregg Publishing Company and find that most of our initial objectives have been met. Interest in other courses offered by our department has been generated, an increasing number of males have been enrolled, realistic experience has been provided, career exploration has been facilitated and encouraged, human relation activities have ensued, and students have been provided with an interesting orientation into the business world.

Our office simulation is designed as an individual course, currently entitled, "Model Office." Minimal prerequisites have been established--a course in typewriting or permission of the teacher. Initially we had no prerequisites, but found that there were not enough positions available for people without any typing skills. The course operates daily for 55 minutes during one twelve-week quarter. All age levels and abilities are included providing a heterogeneous group. Approximately 50 percent of the enrollees have been male. The popularity of the course is evidenced by the increase in enrollment: first quarter, 18; second quarter, 28; and, third quarter, two classes of 24 students. Although the simulation provides 30 positions in the office, I found it insufficient for 28 students and have now limited the positions to 24.

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Initially students prepare a letter of application, a resume, and an application form. These are submitted to an interviewer, another teacher or businessman from the community, who conducts a job interview with the applicant. After review by me students are "hired" for a position matching their ability. The office includes a broad range of positions from General Manager to Stock Clerk with corresponding responsibilities, status, and rewards.

The office handles the paperwork required for a catalog supplier of hotels and motels. Orders originated by the following departments: Sales, Warehouse, Traffic, and Accounting. Necessary calculations are made, forms are prepared, filed and sent to the suppliers and customers. An integral part of the operation is the Tallidata Office which acts as bank, customers, and suppliers. Recently, the two branches located at our school have even begun establishing communications with other branches located in other schools.

The biggest adjustment for a teacher involved in a total simulation experience is the drastic change in his role. He becomes a consultant and guide rather than a disseminator of knowledge. Students assume authority and responsibility for the daily activities.

The evaluation of students has caused me the greatest dissatisfaction and concern. Their evaluation is derived from a written evaluation by their immediate supervisor, a self-evaluation, and teacher evaluation of their work. The final grade becomes a compromise. Our department is presently considering the feasibility of making this a credit/non-credit course.

Simulations are not 1000% successful. Some apparent weaknesses: students may gain a superficial understanding of business operations and duties; there is little time or opportunity to correct misconceptions and broaden their understanding; the press of work may result in undesirable habits (we have tried to remedy glaring deficiencies through an in-class workshop approach); personality conflicts may cause problems in evaluation; the teacher and students must adjust to new roles; students may be reluctant to change positions (each student is required to have two different jobs during the quarter).

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This activity has had these positive results:

1. Enrollment in the business education department has increased.
2. The course has stimulated interest in additional business courses. Many students recognize the need to develop or improve salable skills.
3. Students learn to work cooperatively with others.
4. Students apply arithmetic, office machine, proofreading, communicative, and evaluative skills in a realistic setting.
5. The course has received favorable publicity from newspaper articles, visitors, and advertising displays.

Please consider the following reminders and suggestions:

1. Be prepared to use imagination and inspiration when conducting a simulation activity.
2. Encourage students to use their own resources and ideas. They might be rewarded with a bonus.
3. Stress realism--don't kill the simulation by trying to retreat to a formal teaching situation.
4. Accept problems and errors, but encourage students to solve and correct them.
5. Adapt the simulation to meet the needs of your students. We have added workshops, unionized employees, created logotypes, slogans, and advertising campaigns, and expanded the complexity of the payroll.
6. Never underestimate the interest and ability of your new employees.

EDITOR'S NOTE: A visit to the "firm" is extremely interesting--The general manager (student) gave me a fine tour of the company's operations and even included me in an executive board meeting composed of student managers and the president of the company (Mr. Edwards).

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THE RESOURCE CENTER AND CAREER EDUCATION

BY

Barry L. Van Hook
Elgin High School, Elgin, Illinois

Elgin High School is a three-year school serving over 2800 students in the far northwest suburbs of Chicago. During the 1969-1970 school year, the business department at EHS established one of the first departmental resource centers in the state. The center contains a wide variety of instructional resources available to any student in any business course. From its inception, the bulk of the center's materials were geared toward economic education and the skill areas. A portion, however, was developed for career education, and this area still continues to grow.

The instructional materials available for career education range from newspaper clippings to filmstrips, from general information to the very specific. Most materials are designed for individual student use, however, teachers can readily utilize these resources for classroom presentations.

Included among the available bound materials, of course, are the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook. Students use these sources for specific job information. Several books of a more general nature are to be found on the center's shelves. These books pertain to human relations self-improvement, and finding and keeping a job.

Two file drawers are being maintained for career information. These drawers contain printed resources of the clipping or booklet variety. The sources in one file are general in nature, having been divided into the following five categories: Wages and Salaries, Areas of Future Occupational Growth, Finding and Selecting a Career, Obtaining Career Education and Training, and How to Keep a Job. The other file contains information of a much more specific nature, as it has been divided into nine broad categories used for the DOT classifications. Each division contains information and further references on many specific jobs. The resources contained in this file are primarily commercially available, however, a significant number are from newspaper clippings.

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Audio-visual resources have not been neglected in the center, although these materials are not yet numerous. This category is being developed as the budget allows and as good materials become increasingly available. A few filmstrips are used, dealing primarily with self-analysis and appraisal and a general orientation to the world of work. Students use small filmstrip previewers for independent study, or instructors use the strips for classroom work. In addition to the filmstrips, a set of commercially-obtained recordings are available in the resource center. These recordings present short, capsule descriptions of a variety of jobs. Included in these descriptions are information on education or training requirements, wage expectations, future potential of the job, and so forth.

The career education portion of the Business Department Resource Center at Elgin High School is small, but it is growing as new materials can be added. Through effective organization and selectivity in acquiring resources, this project will continue to aid young people in exploring areas of career interest.

Marine Science

Manufacturing

Health

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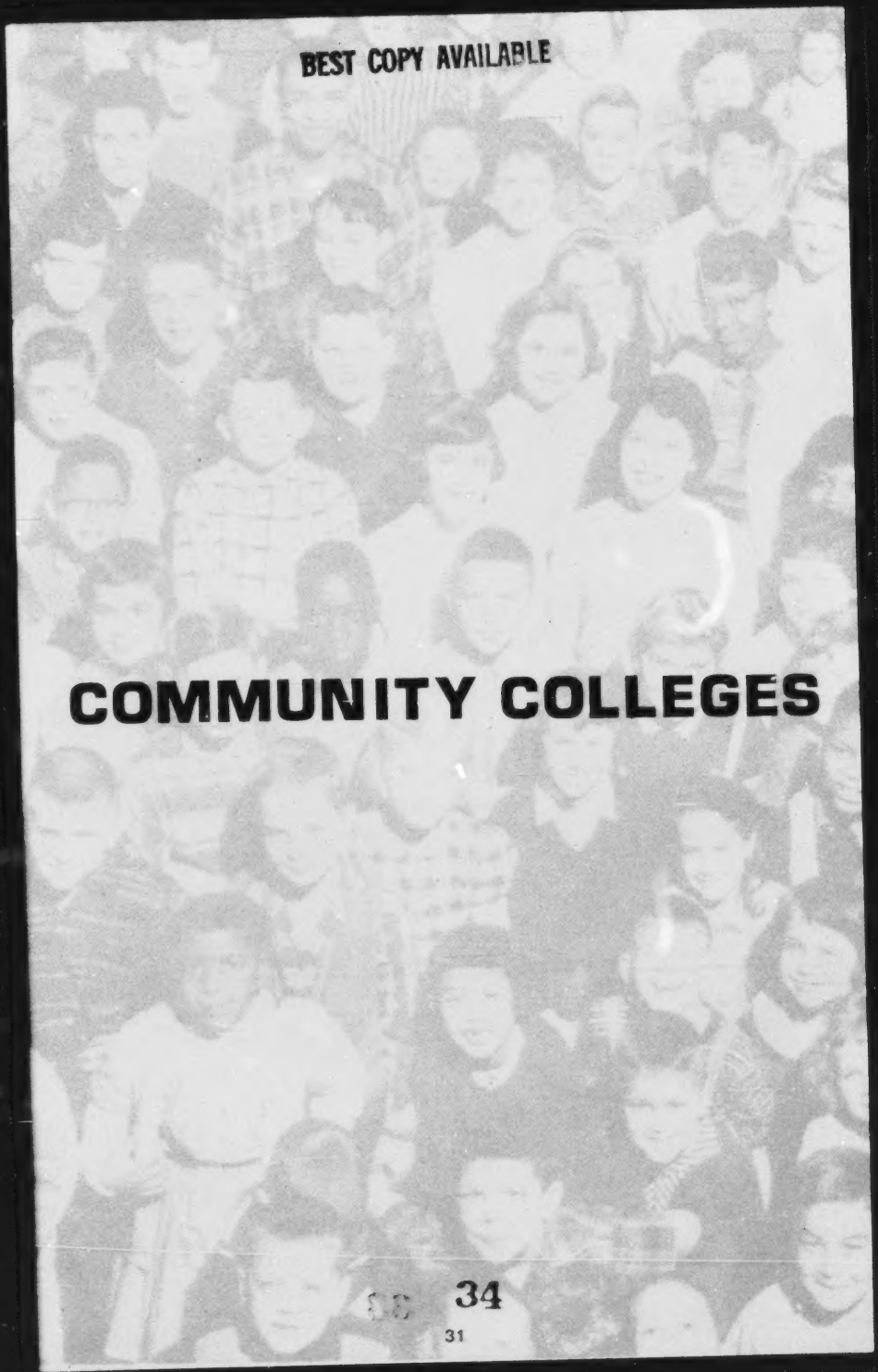

COMMUNITY COLLEGES

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CAREER DEVELOPMENT SKILLS THROUGH AUDIO-TUTORIAL LESSONS

by

Donna Rae Weaver
Oakton Community College
Morton Grove, Illinois

In my attempt to individualize beginning typewriting instruction at Oakton Community College, I found that many of the media on which I had formerly relied could not be used as effectively as they had been with group instruction. Chalkboard and overhead projector explanations required that I lead the explanation or discussion. Since all students do not proceed at the same pace, discussions were repeated three, four, or more times during the course of the semester; and at those times, I was not available for individual help, which is one of the chief responsibilities of the instructor using individualized instruction.

Even films, which did not require my participation, could not be held for two or three weeks so that all students could see them at the most appropriate time.

To solve some of these problems, I have been developing tape cassette-slide presentations which the students can view on an individual basis when they are ready for them. In beginning typewriting, there are many uses for these audio-tutorial lessons. They can be used to introduce basic letter parts, letter styles, basic table parts, manuscript parts, special letter parts, carbon pack assembly and insertion, correct positioning of the information on an envelope, and many more introductory-type lessons. The lessons can be programmed, as well, so that the student must respond actively to the presentation as he views it.

Since each of these lessons lasts from 5 to 15 minutes, several lessons can be viewed by a student or a group of students during the class period; and I can be helping students with individual problems while the material is being introduced. Preparing an audio-tutorial lesson is costly in time and effort, but the rewards are great, both for the teacher and the students!

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INDIVIDUALIZED SECRETARIAL SCIENCE LAB PROMOTES CAREER DEVELOPMENT AT WAUBONSEE COMMUNITY COLLEGE

by

Mrs. Karen Sivert
Sugar Grove, Illinois

An Individualized Secretarial Science Laboratory where students are instructed on a one-to-one basis has been set up at Waubonsee Community College in Sugar Grove, Illinois. We are presently offering these twenty-four courses in our lab:

Typing I, II, III, IV
Gregg Shorthand I, II, III, IV
Touch Shorthand I, II, III
Adding & Calculating Machines
Machine Transcription
Records Management
MTST, Executive Typewriter, Copying and Duplicating Methods
Technical Secretarial Practices I, II
Legal Secretarial Practices I, II
Medical Secretarial Procedures
Medical Terminology
Medical Transcription
Refresher Typing
Refresher Shorthand

Martha Price, Coordinator of Secretarial Science at Waubonsee, has stated: "Our community college was organized for the purposes of meeting the needs of all the people in the community--people with all levels of ability and all types of backgrounds and all kinds of motivation: personal interest; job hunting; transfer to further education; employment advancement; etc. We knew we had to do something to meet their special needs. We wanted to be able to teach them what they wanted whenever they wanted it."

The principles of the approach are: Students are helped as individuals rather than as members of a group; Students work at their own rates of speed; Students work on the things that they want to work on and need to work on; Students are responsible for getting their various

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assignments done with a minimum of supervision, but with help when needed; Students may start a course at any time, not just September or January, and may be given practically any number of clock hours they need to master the subject matter of the course.

Films, tapes, slides and various other multi-media systems are used to present lessons repetitively. The teacher is there to give assistance when needed.

The plan has been in effect at Waubonsee for the past six semesters and both students and instructors are quite pleased with this approach to instruction. The plan is economical and serves the needs of all the students. Teachers can handle more students on the one-to-one basis, and the school can offer all its courses at all times; therefore drawing more students at the same time.

More information can be obtained from Martha Price, at 466-4811, Extension 259, (312) or from One-To-One Instruction published by Stenograph of Skokie, Illinois.

Hospitality and Recreation

Agri-business and Natural Resources

Consumer and Homemaking Education

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A PERSONALIZED CAREER EDUCATION PROGRAM

by

Dr. Janet W. Freund
Northwood Junior High School
Highland Park, Illinois

Northwood Junior High School has an elective activity program which is implemented through the Learning Center on a once weekly basis for all of its 525 students. Career Education is one among a variety of options such as the study of architecture, photography, typing, bridge, needle craft and motors. During unscheduled periods, the Learning Center operates more traditionally providing audio-visual, enrichment and remedial facilities for students referred to the Center by their teachers.

A systems approach is used for the Career Education Program. Each student is assisted in designing a personal flow chart which indicates the cluster he is interested in exploring, the career he will research, questions he is interested in and the resources he will need to secure his answers and formulate a project. He may produce a report, a display, a game, a filmstrip or tape and after presenting this to his career education group, will take it by appointment to an appropriate classroom. Films, literature, community resource people, visits to employment sites, correspondence, are incorporated into the report.

Increased awareness of the world of work, improvement of written and verbal communication skills and deepening of decision making ability are the outcomes of this career education program.

PERSONALIZED CAREER EDUCATION

An individualized Career Education model using a systems approach has the advantages of flexibility, wide application, and utilization in school and community. The Career Cluster concept is an excellent vehicle to provide students with career options to explore and share with peers in a classroom or learning center.

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Fifteen basic career clusters reduce the almost 400,000 occupational titles to manageable proportions. The Occupational Clusters have been identified as:

Agri-Business and Natural Resources
Business and Office
Communication and Media
Construction
Consumer and Home Making
Environmental
Fine Arts and Humanities
Health
Hospitality and Recreation
Manufacturing
Marine Science
Marketing and Distribution
Personal Service
Public Services
Transportation

The careers in each cluster may be explored in relation to such topics as task analysis, prerequisites, preparation and training, conditions of work, advantages and disadvantages. Students sharing explorations with one another discover similarities in work characteristics between clusters, thus establishing career lattices and ladders. Career relationships are significant in view of the acceleration of change in our society and the increase in the number of careers a single individual is anticipated to pursue.

The flow chart for a personalized career education exploration may be developed by an individual student or a group of students with common objectives. Many students have adult models whose careers they elect to explore. For such students, the first steps in the flow chart are the identification of the career cluster and the career to be explored. There are many activities to assist students in choosing their fields of exploration.

There are three major goals of the career education program. They are: increased awareness of the world of work, improvement of communication skills both written and verbal, and deepening of decision making abilities. Activities which highlight the values of students and the attributes of various occupations reveal coincidences and

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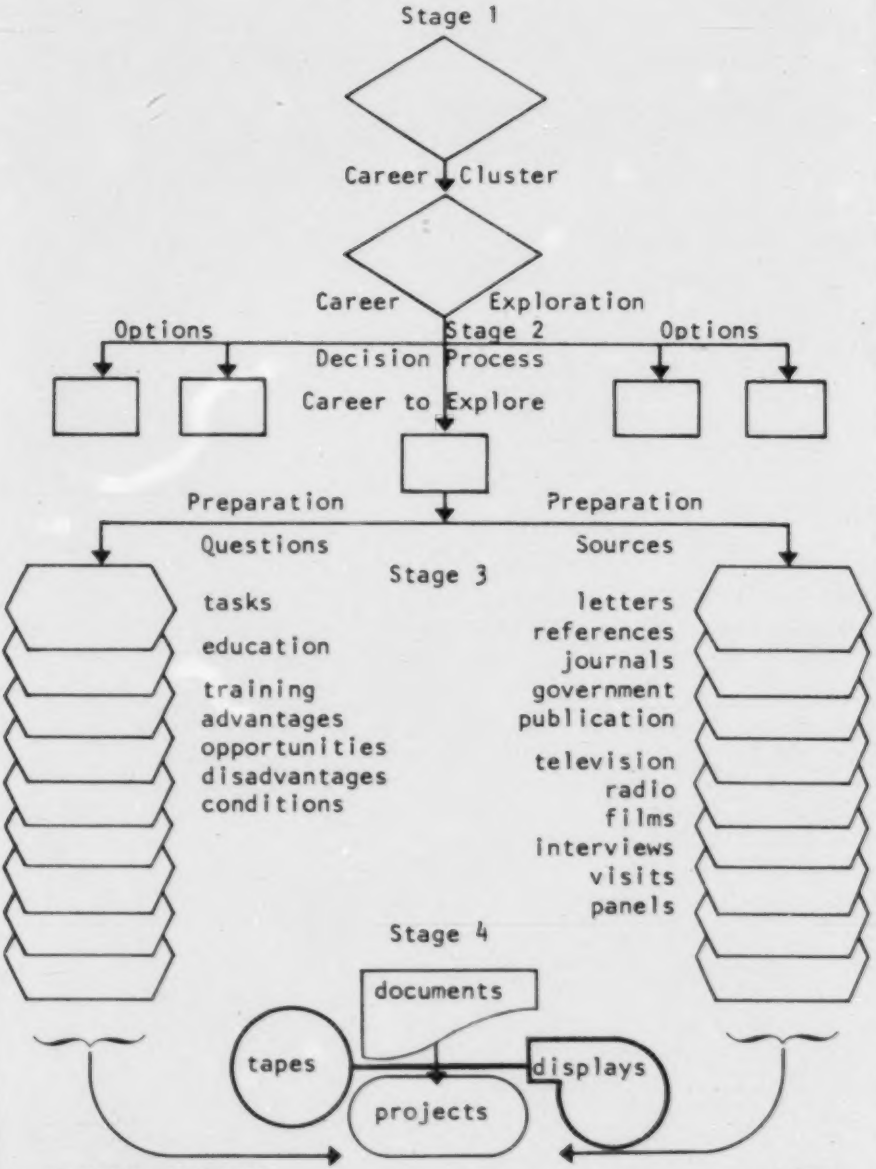
FLOW CHART FOR PERSONALIZED CAREER EDUCATION – OPERATIONAL PLAN



STUDENT EXPLORER _____ DATE _____

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discrepancies and help the student decide which career to explore. Students discuss what they like to do, the conditions they most enjoy and relate these preferences to the climates of a variety of jobs.

For example, a student relates personal preferences to whether a job is sedentary, in or out of doors, repetitious, requires travel, involves others or equipment, is closely controlled and whether it is demanding in terms of hours or physical energy. Charade type guessing games enliven such discussions. Students compile a list of occupations and a panel on the model of "What's My Line" attempts to guess one of the jobs drawn at random.

Stage 2 of the flow chart requires the student to select one of five options within the career of his choice. Students frequently are unaware of the variety of specialties within a given career. The girl who is exploring a career in nursing or the young man considering this field in the health cluster, may not know that there are surgical, pediatric, geriatric, and many other nursing specialties. In expanding the options, beginnings are made in realizing the program objectives. Information about options within a career may be secured from reference materials, written or verbal inquiries, or audio-visual materials.

Stage 3 of the flow chart is intended to assist the student in deciding what questions he wishes to explore and how he intends to secure his data. For example, one might find out about the work of a waiter by observation, inquiry, from a film, from writing to restaurants, hotels, or schools. One might interview career representatives at work or by prearrangement individually or in panels in school.

The coordinator of a career education program is primarily a facilitator, helping students to identify objectives, develop flow charts and plans. The facilitator must make the appropriate resources available to the students.

Schools located in communities which have effective Volunteer Pools are extremely fortunate. The Pools arrange contacts with a wide variety of human resources both in and out of school. Schools which do not have access to Volunteer Pools would do well to work with community groups to organize such an agency.

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Parents of students are also an excellent resource. A file of work experience and hobbies of parents is extremely useful in planning field trips or individuals or panels for students to interview regarding particular careers. A committee of interested citizens may be encouraged to foster the Career Education concept by providing contacts for students ranging from early awareness to hands-on experiences in the world of work.

As the student proceeds to fulfill his own flow chart directives, he acquires considerable information about the career he has identified, related careers and the careers explored by other students. Since he is, in effect, writing his own prescription, his interest, motivation and independence are generally strong.

Games, simulations, tape recordings about seeking and identifying jobs, about cultural and personal reasons for individuals to change careers, help the students formulate an outcome for his exploration. He chooses from an array of projects which emerge from his discussion with his classmates and the coordinator. One student will decide to make a filmstrip about the career he has explored and incorporate pictures and interviews secured on trips to community sites. Some students prefer to make an exhibit, a film, design a game or give a talk. The student shares his or her project with Career Education associates and then with an appropriate academic class.

For example, career exploration projects in the fields of banking, computing or surveying would be shared with a math class. Concepts, spelling, computation, content and relevant motivational values enter the curriculum through Career Education presentations.

The personalized systems approach has the advantage of beginning with the knowledge and skills of each student and allowing the student to proceed at his own pace. It is appropriate for the gifted student or those with lesser skills. Because of the great variety in the search itself, students become interested in one anothers' projects and broaden their scope. Contacts with interested adults are fostered and human relationships are facilitated.

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"WHAT IS THE JOB FOR ME, AND HOW DO I GET IT"

by

Horace D. Marvel
Quincy Junior High School
Quincy, Illinois

An exploration of the steps and procedures for selecting a career goal and job is the basis of a detailed learning activity packet (LAP) developed and utilized at Quincy Junior High School. This LAP, designed for the ninth-grade student, enables the student to progress through the elements of career development by the use of such means as information sheets, reading references, guest speakers, and films. Behavioral objectives are met through the use of pre-tests and post-tests along with recommended in-depth activities. While geared to the local community for references and activities, the business educator can easily adapt any of the activities to his own resources.

This LAP has been used by over 350 students in general business and business principles classes. Reaction from the students, business teachers, and the counseling staff have been very favorable. The unit was designed for a five-week period of time during the last quarter of the school year.

In addition to the LAP, a sequel packet has been prepared by Mr. James McDowell on "Business Attitudes and Behavior." This five-week unit uses the approach--"Now that I have the job, how do I keep it." Further information concerning these materials can be gained by contacting the authors.

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THOUGHTS ON THE WORLD OF WORK
(Designed Specifically for Junior High School Students)

by

Vernon A. Magnesen
Dean of Career Education
Triton College, River Grove, Illinois

Slide or Transparency #1 (To be Prepared)

Welcome to "Thoughts on the World of Work," a program prepared by the School of Career Education of Triton College, River Grove, Illinois.

This program is not designed to provide you with an easy answer to the question, "What kind of career should I pursue," but we hope it will increase your own curiosity and encourage you to investigate this fascinating area.

Slide or Transparency #2 (To be Prepared)

Many things have been said about "work," some good, some bad. Here are just a few of the many quotations that have been recorded:

(To be developed)

Slide or Transparency #3 (Prepared)

In addition to the many different ideas people have had about work, there are some facts that may be of interest to you. In presenting these facts, we have selected some familiar characters. We hope you enjoy this brief presentation.

First of all, let's take a look at the work week. Did you know that back in 1850, the average work week was a long 69.8 hours? Since that time, the work week has been gradually getting shorter. At one point, experts in the area of work predicted that in the 70's, a 30 hour week would be a reality. Snoopy's diagram shows the actual work week from 1850 to the 1960's and then estimates a continued decrease until we finally end up with a work week of 15 hours by the year 2,000.

It appears as if the experts have predicted a greater drop than actually will occur.. One thing is probable, however. The work week you will be facing will most likely be less than it is today and it will gradually decrease as the years go by.

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Although the thought of a very short work week may be exciting to you, two important thoughts accompany this: (1) You will need to learn how to make better use of the greatly increased leisure time that will become available; (2) You will need to have sufficient education with training to accomplish your job in a shorter work week.

Slide or Transparency #4 (Prepared)

Facing the boys viewing this program is a work life of at least 40-45 years and perhaps more. You can plan to spend about 80,000 hours of your life on the job.

Slide or Transparency #5 (Prepared)

Before the girls comment on what's ahead for the boys, let's see what the world of work holds for the typical girl: According to experts, in the United States, under today's conditions, a girl will work a full 25 years if she marries and has a family, 31 years if she marries but has no children and 39 years if she remains single. With the trend indicating increasing numbers of women in the employment ranks, it is quite possible that this figure will increase even further.

Slide or Transparency #6 (Prepared)

If you are going to have a work life ranging anywhere from 25 years to 45 years, then it would seem to make sense that you consider your decision on your career a very important one. Too many persons leave high school upon graduation--and even a few very unfortunate ones before graduation--and accept a job that is below both their talents and their interests. At that time of their lives, their decisions are controlled by a motorcycle or an automobile. This may seem to be the single most important thing in their lives, yet they fail to ask--will I be happy in this job 10, 20, 30 or even 40 years from now? More important, if the job is one requiring very little skills, will the job be available in the future?

The really smart students are the ones who say to themselves, "As long as I am going to work many, many years, I'm going to prepare myself to do something that I will enjoy doing--even if it takes a few extra years in preparation."

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Slide or Transparency #7 (Prepared)

While some people consider work a "drag," the right career can be one of the most enjoyable parts of your life. No doubt you have read about people who cannot find a job. A number of these cannot work because of health reasons, but many others cannot find jobs simply because they have no special talents to offer to the world of work.

Slide or Transparency #8 (Prepared)

While you have all heard of the "unemployed," perhaps some of you are unfamiliar with a problem that is almost as serious, the "under-employed." These are people who are working in jobs that do not require their full abilities. Frequently, they are bored. They hate going to work and they spend much of the time at work watching the hours drag by until they can be home again dreading the arrival of the next day when once again they will return to that same dull, boring job. Many of you may know people like this--and usually even a fairly good salary will not make any difference.

Slide or Transparency #9 (Prepared)

Lucy, for example, would probably be bored in the kind of job that is somewhat of a routine. She would, no doubt, love to be a psychiatrist however--and in this new career-- the right career for Lucy--she would obtain the type of job satisfaction that everyone seeks. She no doubt would earn more money, but this is not necessarily the deciding factor.

Frequently the road to a better, more rewarding job is additional education or training of some sort.

Slide or Transparency #10 (Prepared)

In thinking about your career goals, it is a good idea to reflect upon your self-concept--what do you think of yourself and your abilities and potential? You know, some people--like Charley Brown--have been told in one way or another that they are "No good" so many times that they actually believe it.

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Frequently, these students are the ones who may not be naturally good in such areas as arithmetic or English and therefore, their report cards have been a series of disasters. These students frequently create problems in their classes and play the role of "big shot" to make up for their problems in terms of grades.

It is very important for every student to realize that he can be a success. Everyone cannot be a doctor or a chemist--but there is a place for everyone in the world of work. Each person must, however, make the best of what he is. There are many fine opportunities for people who have the ability to get along with others; who are able to show compassion for others; who take pride in getting a job done well.

Therefore, rather than feeling sorry for oneself, each student should ask himself "What are my strong points?" "What can I do to capitalize on them?"

Slide or Transparency #11 (Prepared)

But what if your report card looks like this? There is no question that you will have to work harder than someone who has applied himself. Yet, the world is full of success stories of persons who were considered to be failures?

Did you know for example that Thomas Edison left school in the first grade because his teachers thought he was too dumb to learn? Did you know that he failed 10,000 times before he finally succeeded in the experiment that led to his development of the electric light? Did you know that Ted Williams, the famous Boston Red Sox slugger, was sent to the minors at one point in his career? Did you know that the first four novels of one of the great novelists, George Bernard Shaw, were returned to him as they were not considered good enough to publish.

The world is full of success stories of persons who have failed but who overcame their failure to do something really important. In most cases it took two things: a good attitude and lots of hard work.

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Slide or Transparency #12 (Prepared)

Let's take a look now at some of the kinds of job opportunities available. Did you know that there are over 20,000 different jobs?

First of all, lets look at the category in which we would find the auto mechanic. This typically is part of a job cluster (meaning group of jobs) in the area of Technical, Trades & Industrial careers.

Slide or Transparency #13 (Prepared)

Another job in this category is the Electronics Technician.

Slide or Transparency #14 (To be Prepared)

Here's a listing of just a few of the careers available in the Technical, Trades & Industrial Career cluster. Many of these require mechanical aptitude. Some require good backgrounds in mathematics while others require almost no math.

Slide or Transparency #15 (Prepared)

Another job cluster is the area of Public Service Careers such as the policeman.

Slide or Transparency #16 (To be Prepared)

Here's a listing of a few of the careers available in the area of Public Service. Persons who enjoy working with others frequently find job satisfaction in this group of careers.

Slide or Transparency #17 (Prepared)

Here's a career that you usually appreciate only when you or a member of your family are ill. This is the very important Health Career cluster.

Slide or Transparency #18 (To be Prepared)

A look at the health career cluster shows a wide variety of careers requiring a wide variety of education. Like many persons in the public service area, persons in this area are frequently on the job at all hours and on all days, holidays or not. Compassion for others is only one of the very important traits desired.

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Slide or Transparency #19 (To be Prepared)

Large numbers of persons are employed in many business careers. One of the most well known, of course, is the secretary.

Slide or Transparency #20 (To be Prepared)

Other careers in business are:

Although some people erroneously speak of the business world as "dull," there are many opportunities for people to combine their special interests or hobbies and jobs. Boys enjoying sports may work in the office of a sporting goods company; girls interested in fashion may work for fashion design companies--with an almost endless combination for those who wish to take the time to make the matches necessary.

Slide or Transparency #21 (Prepared)

At this point, it is desirable to look at the "Three A's of Success." The first "A" ABILITY establishes what you do; the second AMBITION determines how much you do; and the third ATTITUDE guarantees how well you do. ABILITY will get you a job; AMBITION will bring you a paycheck; but ATTITUDE will lead to success.

Slide or Transparency #22 (Prepared)

There are two things you can do to prepare for a career. One is to do what Snoopy is doing--dream about it. The other is to get to work and prepare yourself. I hope each of you will choose the latter way.

Thank you for your attention. It has been a pleasure to share some thoughts on the world of work with you.

Slide or Transparency #23 (To be Prepared)

So long from the School of Career Education..... Triton College.

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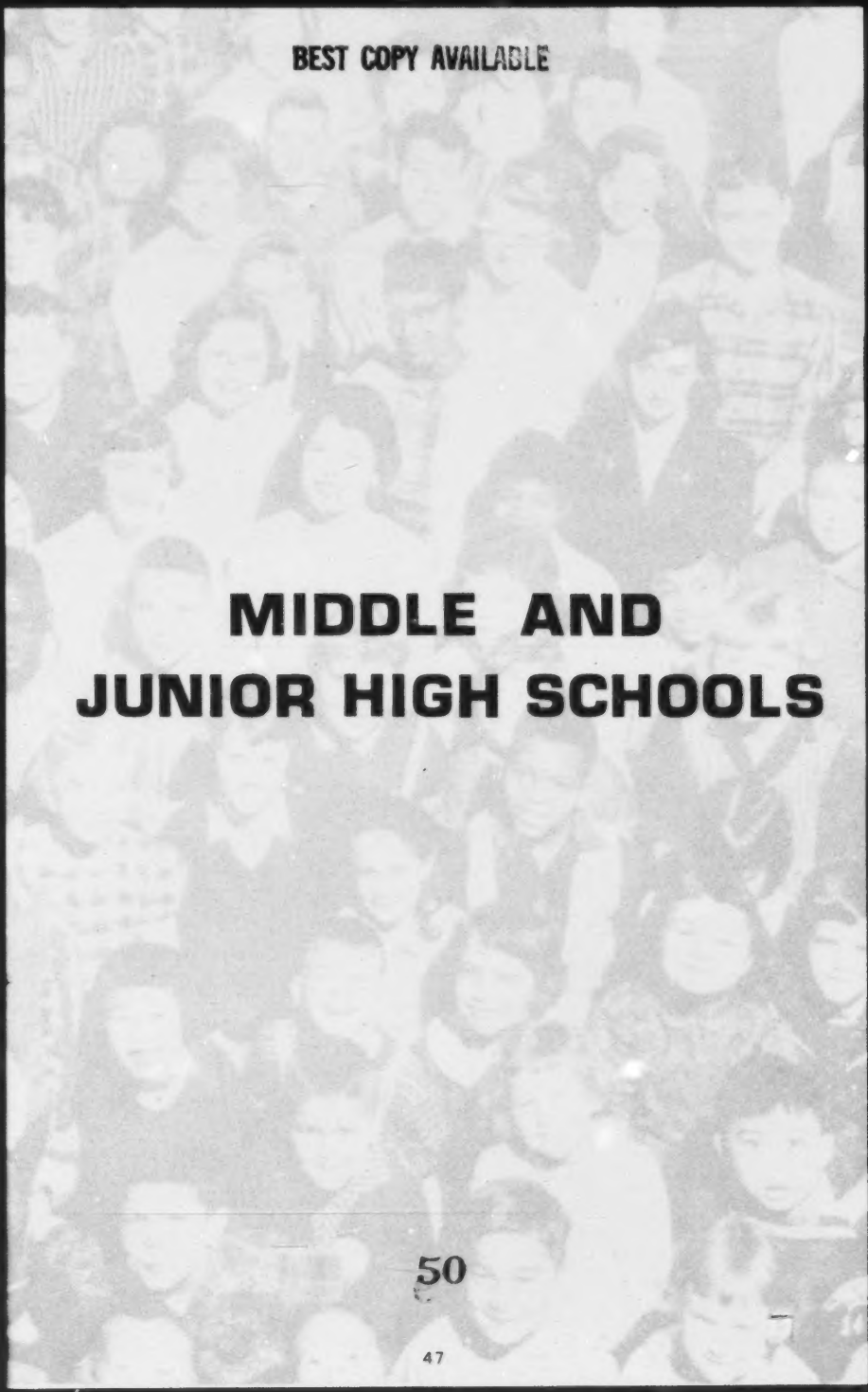

MIDDLE AND JUNIOR HIGH SCHOOLS

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CAREER EDUCATION IN THREE DIMENSIONS
Middle School Students—Prospective Teachers—Teacher Educators

by

Larry E. Brandes, Wilbur L. Campbell Jr.,
Dr. Ruth B. Woolschlager
Northern Illinois University, DeKalb

The need for teacher educators to become involved and refreshed in elementary and secondary school classes has existed for many years but is receiving new impetus as evidenced by a specific goal in Action for the Seventies.

In an effort to get reacquainted with middle school students and give prospective teachers an opportunity to work in career education, special classes were offered in Huntley Middle School (1972) and Rosette Middle School (1973) in DeKalb, Illinois.

The program at Huntley included seventy students in the sixth and seventh grades and approximately forty basic business methods students. The middle school students, primarily high achievers, volunteered to attend school early to participate in the program.

The Rosette program provided a contrast to the Huntley experience. The thirty middle school students who participated were from the sixth, seventh and eighth grades and were potential dropouts, low achievers, and those who were generally disenchanted with school. Understandably, this presented numerous problems in discipline, absenteeism and comprehension ability, which were minimized through involvement activities, imagination in lesson planning, and wide use of all types of media.

The objectives of the program centered within the third stage of the career education scheme for the State of Illinois. It is in this stage of an adolescent's career development that career exploration should take place through a thorough examination of several clusters of occupations. Because of the students lack of background in the first two stages of development, career awareness and self awareness, it was decided to explore as many clusters of occupations as possible and give the students the broadest possible background.

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Learning Activity Packets were developed to permit students to develop career awareness and to learn about the wide scope of business. The packets were conceptual in nature and designed to give students "hands off" exposure.

The objectives for the first LAP were stated as follows: At the conclusion of this packet, the students should be able to:

(1) engage in the process of self-evaluation through an assessment of interests and talents.

(2) alert yourself to career fields in demand now and in the future.

(3) evaluate the reasons during class discussions for unemployment and resultant cost of welfare.

(4) examine the effect of advanced technology on unemployment.

(5) suggest ways that men and women can "hedge" against loss of jobs.

(6) prepare a brief report on one occupation, following the guide sheet distributed in class. This report is of an exploratory nature. You can change your mind many times! This may be a report prepared by one individual or by two or three of you working together.

(7) observe and demonstrate through role playing ways good human relations affect job success.

(8) distinguish between good and poor work attitudes through viewing transparencies and class discussion.

(9) list several requirements expected by business or by colleges for a specific career field with explanation of why there are such requirements.

(10) develop a plan through a community survey which might help teenagers get jobs.

(11) write an essay describing the way a person should explore various occupational fields before deciding on costly training, college, or permanent residence.

(12) propose other reasons for studying careers at this stage of your education.

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The objectives for the second LAP, American Business, written by E. Thomas Garman, were:

(1) identify what American Business is and why it is important to you.

(2) characterize the importance of the production function of American Business.

(3) examine the marketing function of American Business

(4) distinguish among the ways in which American Business organizes to produce.

The Occupational Outlook Handbook was the chief source of information. The basic business methods students observed, prepared lessons and taught at least one session, while the teacher educators coordinated the activity and did some of the teaching. In one school the classes met twice weekly; in the other school it met daily for five weeks.

The reaction of the middle school students to the career education program was highly favorable. The students were eager to explore career options, investigate the world of work, and discuss realistic qualifications necessary for careers in their areas of interest.

As a culminating experience for the courses, the middle school students were given a set of questions to be answered. One of the questions was:

> Tom is in the 7th grade and his sister Ann is in 8th grade. Tom says that a person's success is "luck" or "accident". Ann says that it is the result of planning and careful investigation of various jobs or careers. Indicate whether you agree with Tom or Ann, or both.

The overwhelming majority of students indicated that Ann was correct. The responses ranged from "I agree with Ann" to

> "I think both careful planning and luck are needed for success. But I don't think much luck is needed if you plan." "Before you decide on one career you should know if you like it; if you can do it, you should investigate the occupation's requirements."

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There was general agreement among all prospective teachers who participated in the career education program that the experience was the most valuable of all the class activities required during the nine weeks of basic business education methods. Some of the typical responses evaluating the profitability of this program were:

> The experience with the students at the middle school was the most valuable activity for me. I thoroughly enjoyed the teaching and the students and felt it was a valuable learning experience for me.

> Teaching at Rosette was the most valuable experience in my estimation. It gave me real insight into teaching and prepared me for the work and responsibility expected of me as a teacher.

Career education must be an integral part of any educational curriculum. The three dimensions -- middle school students, prospective teachers, and teacher educators, must contrive to work together to solve the difficult problems of articulation between the elementary schools, middle schools and high schools. This program was an example of what can be achieved even within the framework of limited funds and time. Hopefully in the future an integration process can be attempted in all courses at the middle school level, with a capstone course which ties together previous learnings.

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ERIC Clearinghouse on Vocational and Technical Education
The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

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ILLINOIS BUSINESS EDUCATION ASSOCIATION

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1972-1973

Dr. Eileen Schutte, President
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Writesman Long, 1st Vice President
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Alton, Illinois 62002

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Eastern Illinois University
Charleston, Illinois 61920

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Jack Adams
Member at Large
Chicago Public Schools
228 N. LaSalle Street
Chicago, Illinois 60601

Marcia Anderson
SIBEA Representative
Southern Illinois University
Carbondale, Illinois 62901

James Baxter
Member at Large
Centralia High School
1000 East Third Street
Centralia, Illinois 62801

Gerry Brannon
Ex-Officio
Department of Vocational
and Technical Education
Centennial Building
Springfield, Illinois 62706

Shirley Clausen
Member at Large
Parkland College
2 Main
Champaign, Illinois 61820

Dr. Tom Elliott
EIBEA Representative
Eastern Illinois University
Charleston, Illinois 61920

Mary Lou Focht
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John Hersey High School
1900 E. Thomas
Arlington Hts, Illinois 60004

Helen Gehring
Member at Large
Moline Senior High School
3600 23rd Avenue
Moline, Illinois 61263

Lucille Ireland
Editor--Reports
Greenville High School
Greenville, Illinois 62246

William Kent
Ex-Officio
Office of Public Instruction
316 S. Second Street
Springfield, Illinois 62706

Dr. Vaughnie Lindsay
IBTEC Representative
Southern Illinois University
Edwardsville, Illinois 62025

John A. Majernik
Member at Large
Belvidere High School
1500 East Avenue
Belvidere, Illinois 61008

Charles C. Mullin
WIABEA Representative
Monmouth High School
Box 211
Monmouth, Illinois 61462

Rosemary Neathery
SWABEA Representative
Highland High School
1600 Lindenthal
Highland, Illinois 62249

BEST COPY AVAILABLE

Gerald R. O'Bryan
CIBEA Representative
Danville Junior College
2000 Main Street
Danville, Illinois 61832

Mary O'Neal
ICVECA Representative
Civic Memorial High School
910 Second Street
Bethalto, Illinois 62010

Henry R. Petryk
AIBS Representative
Metropolitan School of Business
5844 North Lincoln
Chicago, Illinois 60659

Robert Stickler
Historian
201 S. Eighteenth Avenue
Maywood, Illinois 60153

TYPIST: Mrs. Carol A. Buckles
Business Education Department
Northern Illinois University
DeKalb, Illinois

PRINTER: Fairchild Printing Service, Inc.
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